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ABSTRACT

In spite of the different opinions among educators in the public and nonpublic sectors, dialog should be opened by educational policymakers. This report is intended as a resource for facilitating liaison mechanisms between the two sectors. The first section provides an overview of possible causes of conflicts between public and nonpublic schools. Cooperative resolution is hindered by stereotypical perceptions. Debates center around states' responsibilities and parents' rights; courts have not provided clear legal guidance on philosophical questions. State regulations are questioned with the growth of home instruction and Christian schools. These legitimate conflicts of interest require resolution with minimal confrontation if students' needs are to be served. Section 2 recommends four state liaison mechanisms: a liaison office; a coalition of private schools; private school representation on advisory committees; and working relationships in districts. On the national level, "Koffee Klatches" further dialog, and partnership activities have developed locally. Section 3 presents case studies of successful communication efforts in Florida, Louisiana, New York, and Ohio. Appendices comprise one-third of the report. Appendix A lists contact information for Koffee Klatch participants and for state department of education officials in charge of liaison with private education. Appendix B presents charts of comparative data. (CJH)

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PUBLIC AND NONPUBLIC SCHOOL RELATIONSHIPS

Lighthouse Approaches

For State Policymakers

A Publication of

National Association of State Boards of Education

701 North Fairfax Street, Suite 340

Alexandria, Virginia 22314

1984

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INTRODUCTION

All states require children to receive an education either by attending school or through some other means. While the majority (approximately 44 million children) fulfill this requirement by attending public schools, a significant number of children receive their education outside the public school system. 5.7 million children (12.6% of all elementary-secondary students in the United States) are currently enrolled in nonpublic schools, which includes both secular and religious institutions.* An unknown number of children (estimates range from 10,000 to 50,000) receive instruction at home.**

There is a great diversity in the educational approaches taken both among and within the public and nonpublic education sectors. The educational services provided by these education communities varies from state to state and from institution to institution, depending on the degree of influence of the state, the philosophies of the school leaders, and the style of the teachers. In addition, policy outlooks will differ among public and nonpublic school officials. One state may historically operate its public schools through mandates and regulations, another may prefer recommendations and local control. One nonpublic school community (either secular or religious) may desire an official role in state education policymaking, another may insist on unofficial involvement in the policymaking process while a third may prefer no involvement at all.

* The terms private school(s) and nonpublic school(s) shall be used throughout this document interchangeably to refer to both private secular and private religious schools.

** Although home instruction is not directly addressed in this paper, the vehicles for cooperation offered in this document may also help to ease the tensions between the state and home instruction advocates. Because of the legal and historical distinctions between home instruction and nonpublic education in each state, however, not every approach is equally applicable to schools and home instruction.

The great diversity in services and in underlying philosophies among the various educational providers can lead to tensions. And minimal communication among the various education providers adds fuel to the flames.

It is the premise of this document that, in spite of -- indeed occasionally because of -- inherent differences among educational providers, there is a great deal to be gained from enhanced communication among and between the public and nonpublic education sectors. This document is intended as a resource for policymakers who wish to open the avenues for dialogue. Our purpose is to highlight those state-level mechanisms that encourage comfortable co-existence, based upon the experiences reported by leaders from public and nonpublic education in a number of states.

The first section of the paper provides an overview of the tensions and possible causes of conflicts between public and nonpublic schools. Conflicts often arise as a result of religious and philosophical differences. Stereotypes and negative perceptions of public and nonpublic school systems can then exacerbate the conflicts and make cooperative resolution nearly impossible.

Although these tensions strain relationships between public and nonpublic schools, it is possible to deal with them short of overt conflict. Through a variety of formal and informal mechanisms, education leaders can avoid or amicably resolve potential problems. Section Two describes four of these mechanisms and communication strategies.

Finally, Section Three details the individual communication efforts of Florida, Louisiana, New York and Ohio. These four states have, through a number of successful methods, developed and nurtured positive relations among public and nonpublic school leaders. While these are not the only states where such dialogue exists, they serve as examples of places with cooperative relationships.

The report concludes with two appendices. One is a resource directory included to encourage leaders in educational and governmental agencies to contact others for information and to share perspectives and solutions. The second appendix includes charts and statistics about nonpublic and public school populations in all fifty states. The source for statistical data used throughout the text is the National Center for Education Statistics, U.S. Department of Education.

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by

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and

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A Publication of

National Association of State Boards of Education
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Perspectives on

public, private secular, and private religious school issues.

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FOREWORD

In recent years, educators have become alarmed by an increase in clashes over compulsory attendance laws and the accompanying rise in litigation. Lawsuits are invariably expensive and stressful for all parties concerned, and they divert the energy and resources of educators and parents away from the immediate needs of children. This rise in litigation has become a serious issue facing state education policymakers as well as concerned nonpublic school educators. For they see that not only is litigation often wasteful, it is also frequently preventable and unnecessary.

This publication addresses a need for building new bridges between the public and nonpublic education sectors. It goes beyond proposing more amiable paths to conflict resolution, such as mediation and negotiation. Instead, it explores formal mechanisms for cooperation and true collaboration which make even mediation proceedings seem like a step of last resort.

There has perhaps never been a more critical time than today for educators to join together for the benefit of children. Regardless of philosophy, policymakers, teachers, and administrators pursue their vision of excellence in education. It is critical that we focus our energies on achieving this goal, and we will succeed only if we have the cooperation and expertise of all those who see education as our best investment in the future. We hope this publication will provide ideas, inspiration, and encouragement to all those who are seeking ways to enhance collaboration between the public and nonpublic schools in our country.

Phyllis L. Blumstein
Executive Director, NASBE

I. THE PROBLEM

Tensions Inherent in Public/Nonpublic School Relations

Although a number of states have developed harmonious relationships among representatives of public and nonpublic schools, a definite lack of harmony characterizes relationships in many other states. Where discord exists, it is partially attributable to the absence of any systematic means for reducing the tensions that are evident in the relationship between public, private secular, and religious schools. The sources of these tensions are varied. They may include negative perceptions each sector has of the other, disputes concerning the state's authority over religious schools, and strong differences in educational philosophy. An understanding of these tensions is helpful in designing communication networks. Knowing about and confronting the sources of stress may help all educators avoid conflict and unnecessary, expensive and protracted litigation.

Negative Stereotypes

Public, private secular, and religious school leaders are often strangers who lack knowledge and understanding of one another. This can often lead to mutual distrust and negative stereotypes. Many public school officials stereotype private schools as privileged institutions serving a relatively unified clientele with similar values about education. Many nonpublic school people are wary of state regulations and controls, fearing these as an attempt by the public sector to undermine the autonomy of nonpublic education and perhaps destroy nonpublic education altogether. In addition, many representatives of religious schools perceive state regulations as impositions upon their religious liberties.

When disputes erupt, they are often escalated by exaggerated rhetoric and unfair accusations. Public school advocates have occasionally accused the nonpublic sector of operating diploma mills or racist institutions. Nonpublic school leaders have criticized public school discipline problems or teacher strikes. Charges of inferior academic standards come from both. The fact that both sectors have their share of inferior and superior schools is rarely

acknowledged. If these feelings are left to smolder, increasing distrust can flare into open conflict. By creating opportunities for school officials from each sector to meet and learn about one another, however, stereotypes are much more likely to be dispelled and debates on legitimate areas of concern can be conducted in a more rational and balanced manner.

Tensions Surrounding State Regulation

One of the major questions concerns where to draw the line between states' responsibilities and parents' rights. Most states profess a duty to see that all children within their borders receive an "adequate" education. This belief has manifested itself in compulsory education laws and regulations governing the education of all children. Parents also profess a right to direct the upbringing of their children. This includes the constitutional right to choose a secular or religious private school. These are two legitimate, but often conflicting interests. There are times when the route chosen by the parents does not satisfy the state standards for an adequate education, and times when the state standards are perceived to deny the parents' ability to choose.

Compulsory attendance laws have often been the focus of this debate. Many states argue that mandating attendance is required to ensure that children grow up with the knowledge and skills necessary to become productive citizens. As one court notes, it is within the states' power to enact legislation that has as its object, "to create an enlightened American citizenship in sympathy with our principles and ideals, and to prevent children reared in America from remaining ignorant and illiterate."[1]

Most compulsory attendance laws have withstood constitutional challenge, but the state's right to regulate attendance is not unqualified. In 1922, for example, Oregon passed a statute requiring all students to attend public schools. The Supreme Court ruled that the law "unreasonably interferes with the liberty of parents and guardians to direct the upbringing and education of children under their control."[2] As a result, it is clear today that parents may satisfy compulsory attendance laws by choosing private secular or religious schools for their children.

The debate over state responsibility versus parental right has also focused on a number of other state regulations. Many states have argued that setting standards is as necessary as mandating attendance. Thus states have developed a wide range of regulations that affect nonpublic schools. With wide variations from state to state, these cover the following areas: 1) fire, health and safety; 2) curriculum; 3) text and library book selection; 4) instructional time; 5) teacher certification; 6) zoning; 7) consumer protection; 8) student reporting; 9) testing; and 10) state licensing of schools.

Opinions regarding the "reasonableness" of the regulations in these areas differ, both among representatives of the nonpublic schools and also among the courts. Courts have generally upheld the constitutionality of student reporting, health and safety, core curriculum, and instructional time requirements. More controversial are state efforts to prescribe textbook selection, teacher certification, zoning, licensing, and expansive curriculum requirements.

Philosophical Conflicts. One reason for the conflicts over compulsory attendance laws and other regulations is the variety of education philosophies and values held by states, private secular and religious schools, and individual parents. Questions of philosophy can include whether children should be strictly supervised or self-directed, what values should be taught, and which subjects are necessary for a complete education. Currently, a wide variety of philosophies are implemented by schools within both the public and nonpublic sectors.

Most education policymakers believe that in our pluralistic society alternatives are necessary and beneficial to the country. Furthermore, the Constitution protects the rights of parents to direct the upbringing and education of their children and forbids the state from prescribing orthodoxy of belief.[3] There are times, however, when parents' views of their constitutional rights differ so radically from those of the state that conflicts flare. Courts have not yet given parents or the states clear legal guidance on the questions of philosophy.

Religious Conflicts. Nonpublic schools and parents are often in conflict with state authorities over the issues of religion and the separation of church and state. The First Amendment prohibits Congress and the states from making any "law respecting an establishment of religion, or prohibiting the free exercise, thereof;" Since roughly 85 percent of all nonpublic students attend religiously affiliated schools, questions regarding separation of church and state arise whenever a state proposes to regulate or aid private schools.

Tensions over state regulations have been increasing with the recent growth of home instruction and evangelical and fundamentalist Christian schools. Some parents and school administrators reject most state regulations as violations of what they believe to be religious liberty principles. When the states' authority to regulate education has conflicted with the right to the free exercise of religion (including the parents' right to educate their children within the religion), the courts have had to weigh the competing interests. The legal rule that resulted holds that if regulations burden the free exercise of sincerely held religious beliefs, they must be justified by a compelling state interest.[4] The courts are commonly asked to clarify this principle.

In Wisconsin, for example, one set of parents withdrew their children from public school because of the religious beliefs of their auxiliary church and failed to provide any alternative education. As the mother church did not forbid attendance at public schools, the Wisconsin Supreme Court ruled that the parents' beliefs were more philosophical and personal than religious. Thus the regulation was not burdening the free exercise of sincerely held religious beliefs.[5] In this case, the parents were not permitted to exempt their children from school attendance because of their beliefs.

In another Wisconsin case, Amish parents were exempted from the compulsory attendance law because of their "long and sincerely held religious beliefs."[6] The Amish community which challenged the law believed education of Amish children past the eighth grade to be contrary to their religious beliefs. The U.S. Supreme Court ruled that the state should not enforce education requirements that would directly influence or destroy the parents' choice to rear their children in their religion. While the compulsory attendance law was

held to be valid, it could not be constitutionally enforced at the secondary school level against this Amish community.

A third example of the conflict between regulation and the free exercise of religion occurred in Ohio. The state had enacted very broad curriculum standards that controlled most of the school day even in nonpublic schools. The regulations resulted in minimal time for the teaching of religion and thus effectively marred the distinction between nonpublic and public schools. The Ohio Supreme Court ruled that the "'minimum standards' overstepped the boundary of reasonable regulation as applied to a non-public religious school."[7] The regulation burdened the free exercise of religion and was not justified by a compelling state interest.

Tensions Surrounding State Aid

Many states have programs of aid to nonpublic school students for textbooks, bus transportation, and ancillary services such as testing, screening for handicaps, and vocational education. States also oversee federally mandated programs serving nonpublic school children, such as the Surplus Property Act, parts of the Education Consolidation and Improvement Act, and the Education for All Handicapped Children Act.

State aid to nonpublic education is a controversial issue both between the public and nonpublic school sectors and within nonpublic education itself. Some independent and a number of denominational schools, such as Roman Catholic schools, favor government aid. Other denominations, such as the Seventh Day Adventists, Amish, and the conservative evangelical groups, reject almost all state aid in an effort to avoid accompanying state regulation. It is their view that acceptance of aid establishes an authority base for government regulations.

Various forms of state aid have been challenged under the First Amendment. The Supreme Court has ruled that the establishment clause bars "laws which aid one religion, aid all religions, or prefer one religion over another. No tax

in any amount, large or small, can be levied to support any religious activities or institutions..."[8] Thus, direct aid to nonpublic schools is not allowed. However, transportation aid and a free textbook loan program designed to benefit all students, including those in nonpublic school, have both been ruled constitutional.[9]

The Price of Litigation

Disputes often lead to long, costly, and injurious lawsuits. Court battles, though sometimes unavoidable, increase the polarization between the two sectors. While parties are usually encouraged to settle, they often do so as a result of threats and not in a spirit of cooperation. Litigation does little to reduce the overall level of tension. When acrimony runs high, compromise, negotiation, administrative due process, and other less emotionally and financially costly avenues to resolution may be overlooked. At the end of the Ohio case previously referred to, the judges admonished both parties for taking their differences to court:

> Both sides to this dispute have pursued an overly litigious course in search of a resolution to the issues herein presented. Essentially, had the administrative procedure specifically devised for the purpose of securing a charter from the state to operate a school been utilized, with the attendant method for obtaining judicial review of the administrative proceedings..., these appellants would not have found themselves subject to the disgrace, cost, and time which accompanies the criminal process.[10]

There is general agreement that courts are the wrong place to settle these questions. Not only is the cost high, but rarely is the conflict completely or satisfactorily resolved in the judicial setting. However, if other avenues for resolving disputes are not available, parents, nonpublic schools, and states will continue to look to the courses to protect and define their constitutional rights and duties. The litigation that results may take years, and will continue to generate court decisions that are totally at odds with one another.

Benefits of Cooperation

The tensions that exist between public, private secular, and private religious education representatives are real. The major causes for the tensions arise from genuine differences in outlook that are rooted in the American system and are unlikely to disappear. Both sectors must recognize that legitimate conflicts of interest do exist, and that these conflicts must be resolved with as little confrontation as possible if the needs of students are to be served. Further, these differences do not affect every arena of public and nonpublic school relationships. In every state, there is potential for a system of cooperation and harmony. Once the cooperative endeavor is underway, all educators benefit from mutual understanding and sensitivity to each others' concerns.

There are many sound reasons for exploring avenues to a peaceful co-existence. The purpose of both public and nonpublic schools is the education of children. Often it is even the same children, since many students transfer from one sector to another, and are thus educated in both nonpublic and public schools. An estimated two out of every three nonpublic school students have attended or will eventually attend a public school, and over half of all nonpublic school parents support bond issues to provide funding for public schools. The goal of providing a quality education is the same in both sectors.

There are also important incentives for public and nonpublic schools to help each other. Both public and nonpublic schools have areas of expertise and each can learn from the other. Expanded course offerings, professional development, enhanced understanding, and strengthened community ties can result from better relations between the two sectors.

II. SOLUTIONS

Lighthouse Approaches to Communication

A number of educators are attempting to improve public and nonpublic school relationships on all levels: federal, state and local. Though the primary responsibility for education policy resides within the state, education policy and practice is also influenced by local and federal activities. A few examples will help to illustrate this point.

At the national level, leaders representing both sectors have been meeting on a regular basis since 1982 under the leadership of then U.S. Secretary of Education, Terrel Bell and the federal Office of Private Education. These informal meetings, called "Koffee Klatches," offer a forum for discussion about a wide range of issues and topics of mutual interest to the participants. Regular attendees are national leaders of both public and nonpublic associations responsible for strengthening educational policymaking and administration in the states (see Appendix A). The focus of this continuing series has been the improvement of relationships through increased communications. The result has been a fostering of new understandings in nearly every instance and an encouragement of new alliances.

At the local level, a variety of truly collaborative programs are springing up. Local principals and teachers who have participated in such partnerships are enthusiastic about the benefits to their students. These partnerships include activities such as the following:

- In St. Louis, a public and a nonpublic school are getting their students together for joint classes and field trips.

- In Milton, Massachusetts, a private boarding school runs an enrichment program for outstanding public and nonpublic students selected from all over the state.

- In Detroit, inner city public school students are offered an intensive college preparatory program at a highly academic nonpublic school.

There are many, many more such collaborative efforts operating at the local level. Funding has been generated in varying proportions from all sectors: nonpublic education, public education, corporations and foundations. In Connecticut, a consortium of three public agencies, including the state department of education, provides 98 percent of the funding for a statewide program that brings public school students to twelve nonpublic schools.

Higher education is also involved in searching for areas of agreement among public and nonpublic interests. The UCLA Graduate School of Education, which trains elementary and secondary teachers and administrators, has embarked on a new program that emphasizes the interrelationships between the two sectors. Beginning in 1983, the school's courses, programs, research goals, as well as student and career services are all being revamped. The goal of the program is to prepare graduate students to serve both public and nonpublic schools with a heightened awareness of their interrelationships.

At the level where state education policies are forged, close working relationships among state-level education leaders have often been impeded by the diversity of interests they represent. Differences in philosophy and objectives are more likely to surface when broad policy changes are at issue. Yet even in the midst of policy disputes, it is both possible and highly desirable for public and nonpublic education officials to be engaged in open dialogue with one another.

Following are four mechanisms that can encourage such dialogues. Not every suggestion will work in every state, nor will they satisfy every segment of public and nonpublic education. Some educators will find all the mechanisms acceptable, while others may find only one. Nevertheless, they do offer a beginning and come with a measure of proven success. These mechanisms are: an effective state-level liaison office, an organized state coalition of private schools, private school representation on education advisory committees, and strong working relationships in the local districts.

In some states, policymakers have succeeded in creating such mechanisms because of attitudes similar to those which give rise to local partnerships: a mutual commitment to working together for the benefit of children. The mutual commitment has been stressed again and again in areas where there is success. These mechanisms along with caring individuals can begin a process for the benefit of education.

Nonpublic School Office in the State Education Agency

Although SEAs in most states assign an individual nonpublic school responsibilities (see Appendix A), only a few of the state liaison offices have been organized and empowered to promote meaningful dialogue and cooperation with representatives of nonpublic education. The most effective are those headed by a high-level official who has direct access to legislators, state board members, and the chief state school officer. In addition, the individual holding this important position should have credibility with nonpublic school leaders through a demonstrated understanding for their concerns. Finally, an effective nonpublic school office will play a liaison role that is both active and supportive. This includes initiating activities such as:

- meeting regularly with private secular and religious school representatives to 1) link their concerns with those of the state, and in particular, with other divisions in the SEA; and to 2) solicit their opinions on proposed changes in educational policy;

- involving interested nonpublic school personnel in state-sponsored activities such as specialized inservice programs for teachers; and

- publishing and distributing a variety of information materials on policies and services affecting nonpublic schools.

Some states have used federal Chapter 2, Title V funds to supplement the cost of setting up a state liaison office and have given the office some federal program responsibilities.

Statewide Nonpublic School Association

The existence of a viable organization of nonpublic schools in the state is reported to be extremely helpful in facilitating communication with the public sector. Currently, such an association has been organized in almost half of the states. The most successful appear to be loose, umbrella-type organizations with a broad based membership that represents the wide range of diversity in nonpublic education. Though not serving as a policymaking organization which purports to speak for all nonpublic schools within the state, an association can provide to members a variety of professional and communications services such as:

- communicating cohesively with public officials and agencies at the state and local level;
- providing a forum for exchange of ideas and resources; articulating and implementing sound private secular and religious school policies;
- informing members of state legislative and regulatory activity;
- developing minimum standards or an accreditation association; and
- fostering and utilizing research.

To public officials, a state coalition provides an identifiable and recognizable entity with which to establish communications with most nonpublic schools in the state. It offers a vehicle for systematic and efficient communication about various areas of the formal public-private school relationship. It also offers a credible source for soliciting representation on state level committees. The advantages to public officials of working with

nonpublic representatives of a state coalition are perceived to be so great that in some states, the state agency has actively assisted private educators in forming an association.

Advisory Boards

Some states invite nonpublic school representatives to serve on ad hoc committees created to advise the state board and department of education. Whether the advisory board's activities affect nonpublic education directly or indirectly, consistent nonpublic school representation on these committees helps assure that a wide variety of nonpublic school concerns will be heard. Ideally, when legislative and other policy changes are anticipated, state policymakers should be aware of and should take into consideration the possible impact such changes may have on both secular and religious private schools.

A growing number of states have established advisory boards solely devoted to nonpublic school concerns. These committees are sometimes established to regularly advise the chief state school officer, as in Florida, or the state board of education, as in Louisiana. Some, such as New York's Advisory Council, are composed exclusively of nonpublic school representatives, and others include representation from the public sector, as is the case in Washington. In addition to these four states, Illinois, Michigan, New Hampshire, and Oregon also report the use of this effective communications mechanism.

Local Education Agency Monitoring and Service Delivery

Some states have empowered their local districts to manage both the delivery of tax-supported services to those nonpublic school students who participate in the programs and to monitor and enforce those state regulations that apply to nonpublic schools. A statewide system of LEA management of services is perceived to promote personal contact between local public and nonpublic school administrators and teachers, and fosters acquaintance with each other's goals and methods of operation. Local authority makes it possible

to avoid creating broad, statewide criteria that may fail to account for specific local situations. The state agency is freer to focus onproviding support to the LEAs through information services and other technical assistance, oversight, and trouble-shooting when local conflicts cannot be resolved.

Practices like the above have the potential to become ongoing, structural mechanisms for public-private communications. Wide variations in state traditions and mandates make it impossible for all states to move toward the same goals in the same ways, however. A few examples of cooperative activity reported by specific states help to illustrate other avenues toward blending public and nonpublic interests. In California, for example, public (Chapter II) funds have been used to conduct a series of training workshops in microcomputers for some nonpublic school teachers and principals; further staff development activities have been planned in math and fine arts. In Minnesota, transportation is provided on an equal basis within school districts to both public and nonpublic schools, an expensive service that the state regards as one it delivers not to schools but to students in fulfillment of the compulsory attendance law. In the geographically vast state of Alaska, the education agency administers a home correspondence school program.

These activities are exemplary, yet are not as adaptable from state to state as are such mechanisms as a strong liaison office and a nonpublic school association. The next section will describe how these and other structural methods work in four states.

III. APPLICATIONS
Four Case Studies

Successful communications are reported by education leaders from both the public and nonpublic sectors in each of the following four states: Florida, Louisiana, New York, and Ohio. These are not the only states that enjoy good public-private relationships and have developed such cooperative efforts. Rather, they serve as examples of different ways to approach similar problems.

A common achievement of these four states is clear and direct communication among key policymakers who represent a diversity of public and nonpublic school concerns. These states have also been selected because of the following factors:

- The nonpublic school enrollment of each represents a significant proportion of the total school enrollment.

- The nonpublic school communities in these four states represent a range of nonpublic school populations that are characteristic of many states.

Each of the four states has a different set of institutional arrangements to facilitate public-private school communication. Florida is notable for its very strong, statewide nonpublic school association and its highly cooperative state liaison office. Louisiana has a unique, high-level nonpublic school commission that writes its own state standards and works closely with the state board of education. New York has a long tradition of cooperative relationships and a visible, service-oriented state liaison office. Ohio, in the midst of erupting public-private conflict, has made significant progress toward a compromise acceptable to a diversity of interests. The cooperative efforts of each of these four states will be described separately.

We should note at the outset that the inclusion of the four cooperative efforts described below should not imply endorsement of the highlighted policies or their underlying assumptions by all segments of private education.

FLORIDA * **strong nonpublic school association**
* **cooperative SEA liaison office**

Total School Population:	1,715,393
Nonpublic School Enrollment:	205,168 (12%)
Religiously Affiliated School Enrollment:	75.5%
Catholic School Enrollment:	36.2%

The state of Florida has virtually no laws regulating nonpublic education, with the exception of a compulsory attendance law. The state also provides no services to nonpublic school students. Accreditation of schools and programs is implemented by independent organizations and is voluntary. Florida's strong statewide nonpublic school association, however, provides structural incentives for minimum standards and accountability, thus serving a self-regulatory function. The Florida Department of Education is notable for its cooperative relationship with nonpublic schools, primarily through the mechanism of a liaison office.

Florida's nonpublic schools are characterized by diversity. Although many are religiously affiliated, nearly one out of four is not. In 1970, nonpublic school leaders including evangelical Christian educators met to address their divergent attitudes toward recent legislative events, namely bills to provide for tuition grants and to establish minimum standards, and a state senate investigation of alleged "diploma mills." Thus was born, out of necessity and from nonpublic school initiative, a vehicle for nonpublic education leaders to communicate and to take collective action. The group drew up its charter as the Florida Association of Academic Nonpublic Schools (FAANS), modeling itself after the Washington Federation of Independent Schools.

At that time, the state of Florida had no statistically accurate information on the numbers of nonpublic students or on the schools they attended. Though by law all educational institutions were required to register

with the state education agency, a majority of schools had been granted exemptions from this requirement. Yet it was apparent that nonpublic education in Florida was growing rapidly.

From the time that FAANS was organized, state officials encouraged its development and worked closely with its leaders. Two new public school advisory groups sought representation from FAANS on their committees. A state agency staff person participated in a review of accreditation standards drawn up by a member of FAANS, the Florida Catholic Conference. In 1973, the state department of education with funding from federal Title V monies, created the position of Nonpublic School Liaison Officer. Shortly thereafter, the liaison officer and the president of FAANS were invited to participate in a regional conference, sponsored by the U.S. Office of Education, on delivery of federally funded services. This regional meeting was instrumental in encouraging public-private leadership in other states to establish a similar forum for dialogue.

Today, FAANS is one of the most effective groups of its kind in the nation. Its membership has grown to nineteen school associations representing approximately 95 percent of Florida's nonpublic school enrollment, providing much of the statistical accounting that was previously lacking. FAANS now includes eight accrediting associations, each with its own standards and evaluation procedures. An ad hoc committee meets on a regular basis with Florida's Commissioner of Education, and his Office of Nonpublic Schools provides continuing information and consultation to FAANS and its members.

Recently, the Commissioner of Education and the President of FAANS publicly pledged their cooperation in improving all Florida schools to ensure that achieving national education distinction is the policymakers' "first mutual priority." The common goal is to cooperatively promote educational excellence. The nonpublic school community will now adopt the public school goal to raise academic achievement of Florida's students to the upper quartile of the nation. One step to be taken immediately is the reporting of scores on standardized achievement tests with no distinction made between public and nonpublic school scores. The U.S. Department of Education called this a unique step: the first formalized arrangement whereby the leaders of public and

nonpublic schools pledged that what they are about is the benefit of all Florida school children.

LOUISIANA * **state nonpublic school commission**
* **nonpublic representation on the state board of education**

Total School Population:	944,024
Nonpublic School Enrollment:	166,464 (17.6%)
Religiously Affiliated School Enrollment:	81.9%
Catholic School Enrollment:	71.9%

In the state of Louisiana, nine representatives of the various segments of private education write the standards for state approval of nonpublic schools. These representatives comprise the Louisiana Non-Public School Commission, a unique, high-level mechanism for continuing cooperation and communication between the public and nonpublic sectors in education.

Traditionally, Louisiana has differentiated little between public and nonpublic schools, and relationships in the past have been relatively smooth. The nonpublic school community is predominantly Catholic, claiming over 70 percent of the state's nonpublic school enrollment. The state department of education is designated by statute as the office responsible for nonpublic education. A prominent nonpublic school representative has both served on and chaired the State Board of Elementary and Secondary Education. Until 1977, the same standards were used for both public and nonpublic schools.

During that year, the legislature established the Non-Public School Commission to advise the state board on standards and governance procedures applying to nonpublic schools. The commission designs the criteria to be used for state approval of nonpublic schools, with the final authority for those criteria resting with the state board. Through the state department of education, the state board publishes and disseminates the standards -- as well as other information about commission activities -- to all nonpublic schools in the state. The commission also supervises a testing program for nonpublic schools, with funding granted by the state legislature.

Each of the commission's nine members is appointed by a member of the state board of education. State board members strive for a broad spectrum of representation in their appointments. Currently, the commission members include Diocesan superintendents, one Diocesan Vicar of Education, principals and headmasters, board members, a parent, and the Executive Director of the Louisiana Independent School Association. Five members are Catholic school representatives, one of whom serves as chairman, one member represents Seventh-Day Adventist schools, and the other three members represent non-sectarian schools.

The nonpublic school standards which the commission developed in 1977 are based primarily on criteria set forth by the Southern Association of Colleges and Schools, a regional accrediting organization. In December, 1983, the commission proposed a revision of the standards that provides for more stringent criteria, particularly with regard to curriculum. Even with the proposed revisions, the criteria are less comprehensive than those imposed on the public schools. According to commission members, there is widespread acceptance of the standards by the nonpublic school community in Louisiana, due, they feel, to the broad-based representation on the commission which fashioned them.

Nonpublic schools in Louisiana are not required to seek state approval, but the incentives for doing so are considered very high. Parents paying tuition can only be assured that their child's credits are transferable if the student attends a state-approved school. Only state approved schools may grant diplomas authorized by the state, which are advantageous in subsequent applications to employers, colleges and the armed services.

In Louisiana, compliance with national desegregation policies constitute a second type of approval, administered through the Eastern District Court of Louisiana under authority of a 1975 case, Brumfield v. Dodd.[11] Again, nonpublic schools are not required to seek this approval, but only schools that cross both hurdles (desegregation and minimum standards) are eligible for tax-supported services. These include any form of state aid, including transportation, testing and textbook aid, and any student services available

under federal programs. Some schools are, of course, not interested in either government aid or regulation.

The state department of education oversees state funds and regulates all nonpublic schools that have been approved. The state agency encourages local education agencies to maintain contact with every nonpublic school in their area, regardless of approval status. The LEAs are expected to alert nonpublic schools to the availability of services under state and federal programs and to determine the special needs of students attending those schools.

The spirit of cooperation in Louisiana is reported to be attributed in part to the voluntary nature of state regulation over nonpublic education. Nonetheless, both public and nonpublic education policymakers are highly enthusiastic about the existence of the Non-Public School Commission and its close working relationships with the State Board of Elementary and Secondary Education. In particular, they emphasize the flow of communication that runs from the state board and the state education agency, through commission representatives to the local nonpublic schools, and back again to the highest level of education policymaking in the state.

NEW YORK

- **assistant commissioner of nonpublic schools**
- **close local working relationships**

Total School Population:	3,455,001
Nonpublic School Enrollment:	583,997 (16.9%)
Religiously Affiliated School Enrollment:	87.8%
Catholic School Enrollment:	73.5%

New York has a history of good relations with most of its nonpublic schools. While acknowledging its official responsibility to "see that children are not left in ignorance" and that "they receive the instruction that will fit them for their place in society," New York also recognizes the constitutional right of parents to choose an alternative to the public school. Guidelines written by the state department of education advise that the best way to reduce

tensions and ensure that every child is adequately served is through open communications and good rapport between public and nonpublic school officials.

Currently, this open communication is accomplished primarily through the Office of Nonpublic School Services established in the state department of education in 1979. The office is headed by an assistant commissioner whose functions include:

- distributing information on minimum requirements and services to new schools;
- sponsoring special sessions at the education department for new nonpublic school administrators; holding regional meetings for all private schools;
- developing awareness of nonpublic school concerns and facilitating coordination with other state education departments; and
- helping to ease tensions and conflicts between the local education agencies and nonpublic schools by providing guidelines and consultations.

The assistant commissioner is primarily a liaison officer who does not administer funds or programs, or enforce regulations.

Nonpublic schools have long had easy access to the office of the New York Commissioner of Education (now through the assistant commissioner) and have a tradition of representation in major policymaking decisions concerning nonpublic schools. This tradition was formalized in 1980 with the establishment of the Commissioner's Advisory Council for Nonpublic Schools. Appointed by the commissioner, the members represent school associations as well as individual private schools. The current council includes five Catholic school representatives, three Jewish school representatives, two independent school representatives, one Lutheran representative, and one Evangelical Christian representative. Meeting three times a year, the broadly based

council "engages in a very active interchange of ideas" and is able to present to the commissioner a variety of common concerns, views, and suggestions.

In addition to a communication network, the state provides a number of specific services to nonpublic school children. By law all students in New York have a right to health and welfare services, textbook loans, transportation services, and the right to participate in dual enrollment programs (occupational, handicapped, and gifted education). While the responsibility to request or apply for the services rests with the parents and nonpublic school administrators, the SEA takes an active role in assuring that notification and all necessary information is received by the nonpublic schools. A comprehensive and readable Handbook on Services was published in 1983 and distributed to all nonpublic schools. As new schools begin they are sent the handbook, a Directory of Nonpublic Schools, and other useful information.

Services must be provided on an equitable basis to both public and nonpublic students in New York. To ensure the constitutionality of the program, however, certain safeguards are reported to be maintained. All loaned textbooks must be nonsectarian. New York law prohibits public support for instructional services in nonpublic schools. If health and welfare services are "instructional" then they must be performed on a "religiously neutral site." Thus, for example, the therapeutic or remedial services of a school psychologist or speech therapist and the services of a deaf teacher must be performed off the religious school's property.

Local school districts are responsible for providing the services to all the pupils within their districts. Local agencies must also assure that each resident pupil is provided with an adequate instructional program, one that is "substantially equivalent" to that provided in the local public schools. The local board of education is responsible to the children of the district and it has no direct authority over the nonpublic schools beyond determining equivalency. The assistant commissioner at the state agency provides guidelines to both the local officials and the nonpublic school administrators to ease the process of determining equivalency. These guidelines urge both parties to communicate informally about correcting minor deficiencies before

taking formal action. Parties to a potential dispute are also encouraged to develop plans for improvements and to allow time for the implementation of the plan.

On the secondary school level, the N.Y. Board of Regents registers both public and nonpublic schools. The Regents recommend that the local board of education accept this registration as evidence of equivalency. If a secondary school refuses to register, the students will not be given Regents' exams or diplomas and equivalency must be determined through a local review.

If local officials find either an elementary or secondary school not equivalent, they may review the process and results with the assistant commissioner. If a nonpublic school is deemed not equivalent, the school may appeal to the commissioner. In this way enforcement takes place on the local level where it can be accomplished most efficiently, yet there is still state involvement to provide balance and consistency.

Although there have been some recent tensions between the public and nonpublic sectors over the issues of tuition tax credits and state aid, there has been a willingness on all sides to sit together and discuss their various views. The Office of Nonpublic School Services and the Commissioner's Advisory Council provide the vehicle for the cooperative efforts. As one nonpublic school official stated, "the lines of communication are free flowing."

OHIO • **dialogue and compromise**
• **dual standards for nonpublic schools**

Total School Population:	2,226,178
Nonpublic School Enrollment:	268,795 (12.1%)
Religiously Affiliated School Enrollment:	94.7%
Catholic School Enrollment:	84.9%

In the Ohio education system, tensions between church and state have run high in recent years as evangelical Christian schools have asserted that state licensing requirements interfere with their First Amendment rights. In 1982, however, public, private secular and private religious schools worked out a

mutually-agreeable solution to their conflict: a dual system of standards for nonpublic schools. Though future cooperation is by no means assured, some lines of communication have now been opened.

Conflict in Ohio over the state's minimum standards for both public and private elementary and secondary schools erupted in 1976 with State v. Whisner.[12] This case resulted in an Ohio Supreme Court ruling that the stiff minimum standards for all schools were unconstitutional. Finding that the standards unduly burdened free exercise of religion, the court struck down the state's regulatory system as it applied to religiously affiliated schools.

In 1979, the Ohio Board of Education appointed a 34-member advisory committee to recommend new minimum standards for all Ohio's schools. The committee's membership was composed of educators, parents, students, and other citizens. Their three and one-half year effort included public opinion surveys, regional meetings, and research and analysis of pertinent data such as impact studies and practices in other states.

Leaders of religiously affiliated schools became active participants at the regional meetings. The disagreements arising in these sessions led to the idea of creating a special Subcommittee on Standards for Religious Schools. The subcommittee was formed by two members of the original advisory committee, the director of the Division of Elementary and Secondary Education, who became its chair, and the director of the Division of Teacher Certification.

Unified subcommittee representation from the nonpublic sector was not possible because no broad-based state coalition exists. According to several sources, nonpublic school concerns are so disparate in Ohio that it would not be possible to organize such a coalition at the present time. Thus, nonpublic school representation on the subcommittee consisted of six high level officials from different organizations: the Catholic schools (the superintendent of education from the Cleveland Diocese), the Jewish schools, the Lutheran schools of Ohio, the Mid-America region of the Association of Christian Schools International, the Ohio Conference of Seventh-Day Adventists, and the Calvary Bible Church School.

Over the course of about one year, approximately five meetings were held at the state department of education in Columbus. These sessions were characterized by one participant as a "meeting of minds" during which many misunderstandings were overcome and "history was made." The solution hammered out by this subcommittee, which became effective September 1983, was a dual system of standards for Ohio's nonpublic schools: one set of standards for "chartered" schools, another for "non-chartered" schools.

According to the new regulations, Ohio nonpublic schools that wish to receive a state charter must meet across-the-board standards similar to those demanded of the public schools, with less stringent requirements in the areas of junior high and high school curricula, pupil-teacher ratio, library expenditures, and community relations. Chartered schools are eligible to receive state aid for transportation, auxiliary services, and reimbursement for administrative costs required by state regulations.

Nonpublic schools that for religious reasons wish neither to be chartered nor to receive state aid must meet only very minimal standards for basic curricula, length of school day and year, attendance, teacher qualifications, and pupil health and safety. These standards offer to the evangelical Christian schools minimum regulation and maximum curriculum flexibility for religious instruction. They also offer the state, through a once-a-year reporting requirement (actually, a copy of a letter the schools are required to send to the parents), some assurances regarding the amount and quality of education students are receiving in the non-chartered schools.

The dual-standard system was accepted by all representatives on the subcommittee, an agreement which was considered by many to represent a milestone in Ohio. Although the process did not lead to the establishment of any ongoing mechanism for future cooperation and problem-solving between the public and private sectors, it did open up communications for the near future. The individuals who were involved now are, at the very least, reported to be more sensitive and responsive to each other's concerns and responsibilities.

CONCLUSION

In many states, relations between public and nonpublic education groups have improved in the past ten or fifteen years. When school leaders take time to sit down and really listen to each other they find they share similar concerns. Once the misunderstandings about each other begin to disappear, nonpublic and public educators are free to concentrate on resolution of conflicts.

Taking the time to listen and willingness to consider change are at the heart of better relationships. The personal willingness of these leaders to meet, to listen, and to put their efforts into improved relations is a critical determinant of decreased tensions between public and nonpublic schools.

The mechanisms suggested in this paper provide a framework in which these leaders can exchange ideas. The form this framework takes will vary. Officials in some states have created an office of nonpublic education or an advisory board by statute. Louisiana and six other states have taken this step. In states such as Florida, where it is not customary to create offices by statute, policymakers have established a communication network linking public and nonpublic school leaders.

Which group, public or nonpublic, takes the first step is not important. Of greatest importance perhaps is that each sector must recognize what it can do that the other cannot. The state has the means to bring together all the key actors in educational policymaking, including legislators and other government officials. Nonpublic school leaders and various private school associations, on the other hand, possess credibility among nonpublic constituencies that state officials and agencies may not.

We hope that this report will encourage the momentum that has already begun. Some say America faces a crisis in education today. There is little doubt that education leaders must find new ways to meet increased needs for quality and equity under tight budgetary constrictions. It is incumbent upon both the public and nonpublic sectors, therefore, to seek out whatever

educational rewards may be derived from cooperative endeavors. The sharing of knowledge, expertise and many other resources promises many benefits for schoolchildren.

LEGAL FOOTNOTES

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2. Pierce v. Society of Sisters, 268 U.S. 510, 534 (1925).
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4. Wisconsin v. Yoder, 406 U.S. 205, 215 (1972).
5. State v. Kasuboski, 87 Wis.2d 407, 275 N.W.2d 101 (1978).
6. Wisconsin v. Yoder, 406 U.S. 205 (1972).
7. State v. Whisner, 47 Ohio St.2d 181, 351 N.E.2d 750, 764 (1976).
8. Everson v. Board of Education, 330 U.S. 1 (1947).
9. Board of Education v. Allen, 392 U.S. 236 (1968).
10. State v. Whisner, 351 N.E.2d at 771.
11. Brumfield v. Dodd, 405F.Supp.338 (E.D. LA 1975), further ordered, 425F.Supp.528, (E.D. LA 1976).
12. State v. Whisner, 351 N.E.2d 750.

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APPENDIX A

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APPENDIX B

TABLES AND CHARTS OF COMPARATIVE DATA

1. Numbers of Public and Private Schools, by State
2. Public and Private Enrollment, by State
3. Private Enrollment, by State and by Religious Affiliation
4. Comparison Graph of All States: Private Enrollment by Affiliation

Elementary and secondary schools, by public and private control and by State: October 1920

State	Total	Public	Private	Percent public	Percent private
Total	107,256	86,256	21,000	80.4	19.6
Alabama	1,644	1,394	250	84.8	15.2
Alaska	469	433	36	92.3	7.7
Arizona	1,170	946	224	80.9	19.1
Arkansas	1,305	1,188	117	91.0	9.0
California	9,616	7,172	2,444	74.6	25.4
Colorado	1,509	1,280	229	84.8	15.2
Connecticut	1,381	1,045	336	75.7	24.3
Delaware	266	184	82	69.2	30.8
District of Columbia	280	187	93	66.8	33.2
Florida	2,910	2,084	826	71.6	28.4
Georgia	2,172	1,833	339	84.4	15.6
Hawaii	344	230	114	66.9	33.1
Idaho	596	550	46	92.3	7.7
Illinois	5,664	4,304	1,360	76.0	24.0
Indiana	2,562	2,079	483	81.1	18.9
Iowa	2,084	1,793	291	86.0	14.0
Kansas	1,728	1,541	187	89.2	10.8
Kentucky	1,700	1,407	293	82.8	17.2
Louisiana	1,972	1,522	450	77.2	22.8
Maine	933	819	114	87.8	12.2
Maryland	1,699	1,322	377	77.8	22.2
Massachusetts	2,783	2,264	519	81.4	18.6
Michigan	4,727	3,837	890	81.2	18.8
Minnesota	2,357	1,870	487	79.3	20.7
Mississippi	1,225	1,057	168	86.3	13.7
Missouri	2,761	2,189	572	79.3	20.7
Montana	845	767	78	90.8	9.2
Nebraska	1,929	1,697	232	88.0	12.0
Nevada	315	276	39	87.6	12.4
New Hampshire	558	456	102	81.7	18.3
New Jersey	3,240	2,401	839	74.1	25.9
New Mexico	731	618	113	84.5	15.5
New York	6,066	4,143	1,923	68.3	31.7
North Carolina	2,328	2,032	296	87.3	12.7
North Dakota	783	719	64	91.8	8.2
Ohio	4,831	3,958	873	81.9	18.1
Oklahoma	1,977	1,895	82	95.9	4.1
Oregon	1,487	1,303	184	87.6	12.4
Pennsylvania	5,377	3,734	1,643	69.4	30.6
Rhode Island	441	324	117	73.5	26.5
South Carolina	1,356	1,153	203	85.0	15.0
South Dakota	859	751	108	87.4	12.6
Tennessee	2,036	1,741	295	85.5	14.5
Texas	6,194	5,522	672	89.2	10.8
Utah	663	637	26	96.1	3.9
Vermont	452	390	62	86.3	13.7
Virginia	2,157	1,794	363	83.2	16.8
Washington	2,081	1,751	330	84.1	15.9
West Virginia	1,231	1,145	86	93.0	7.0
Wisconsin	3,047	2,134	913	70.0	30.0
Wyoming	425	395	30	92.9	7.1

Source: National Center for Education Statistics, U.S. Department of Education. "A Comparison of Selected Characteristics of Private and Public Schools," Bulletin No. 82-110, June 1982. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office.

Public and private elementary and secondary school enrollment, by State: October 1980

State	Total	Public	Private	Percent public	Percent private
Totals	45,977,965	40,949,100	5,028,865	89.1	10.9
Alabama	829,506	766,602	62,904	92.4	7.6
Alaska	90,314	86,514	3,800	95.8	4.2
Arizona	553,535	512,991	40,544	92.7	7.3
Arkansas	466,503	447,700	18,803	96.0	4.0
California	4,581,107	4,060,667	520,440	88.6	11.4
Colorado	581,361	546,033	35,328	93.9	6.1
Connecticut	620,495	531,459	89,036	85.7	14.3
Delaware	122,777	99,403	23,374	81.0	19.0
District of Columbia	121,252	100,049	21,203	82.5	17.5
Florida	1,715,393	1,510,225	205,168	88.0	12.0
Georgia	1,152,924	1,068,737	84,187	92.7	7.3
Hawaii	202,215	165,068	37,147	81.6	18.4
Idaho	209,086	203,247	5,839	97.2	2.8
Illinois	2,344,077	1,983,463	360,614	84.6	15.4
Indiana	1,155,952	1,055,589	100,363	91.3	8.7
Iowa	589,558	533,857	55,701	90.5	9.4
Kansas	449,722	415,291	34,431	92.3	7.7
Kentucky	740,942	669,789	71,153	90.4	9.6
Louisiana	944,024	777,560	166,464	82.4	17.6
Maine	240,237	222,497	17,740	92.6	7.4
Maryland	858,303	750,665	107,638	87.5	12.5
Massachusetts	1,162,750	1,021,985	140,865	87.9	12.1
Michigan	2,078,505	1,863,419	215,086	89.7	10.3
Minnesota	847,025	756,468	90,557	89.3	10.7
Mississippi	527,175	477,059	50,116	90.5	9.5
Missouri	974,950	844,648	130,302	86.6	13.4
Montana	164,837	156,969	7,868	95.3	4.7
Nebraska	320,164	280,430	39,734	87.6	12.4
Nevada	156,122	149,481	6,641	95.7	4.3
New Hampshire	192,251	171,530	20,721	89.2	10.8
New Jersey	1,482,585	1,249,000	233,585	84.2	15.8
New Mexico	294,201	275,799	18,402	93.7	6.3
New York	3,455,001	2,871,004	583,997	83.1	16.9
North Carolina	1,187,968	1,129,376	58,592	95.1	4.9
North Dakota	127,544	116,885	10,659	91.6	8.4
Ohio	2,226,176	1,957,381	268,795	87.9	12.1
Oklahoma	594,142	577,807	16,335	97.3	2.7
Oregon	492,788	464,599	28,189	94.3	5.7
Pennsylvania	2,317,101	1,909,820	407,281	82.4	17.6
Rhode Island	178,195	148,320	29,875	83.2	16.8
South Carolina	668,842	619,223	49,619	92.6	7.4
South Dakota	139,405	128,507	10,898	92.2	7.8
Tennessee	926,208	853,569	72,639	92.2	7.8
Texas	3,052,536	2,900,073	152,463	95.0	5.0
Utah	349,173	343,618	5,555	98.4	1.6
Vermont	103,370	95,815	7,555	92.7	7.3
Virginia	1,086,455	1,010,371	76,084	93.0	7.0
Washington	812,533	756,583	55,950	93.1	6.9
West Virginia	396,125	383,503	12,622	96.8	3.2
Wisconsin	993,414	830,247	163,167	83.6	16.4
Wyoming	101,341	98,305	3,036	97.0	3.0

Source: National Center for Education Statistics, U.S. Department of Education. "A Comparison of Selected Characteristics of Private and Public Schools," Bulletin No. 82-110, June 1982. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office.

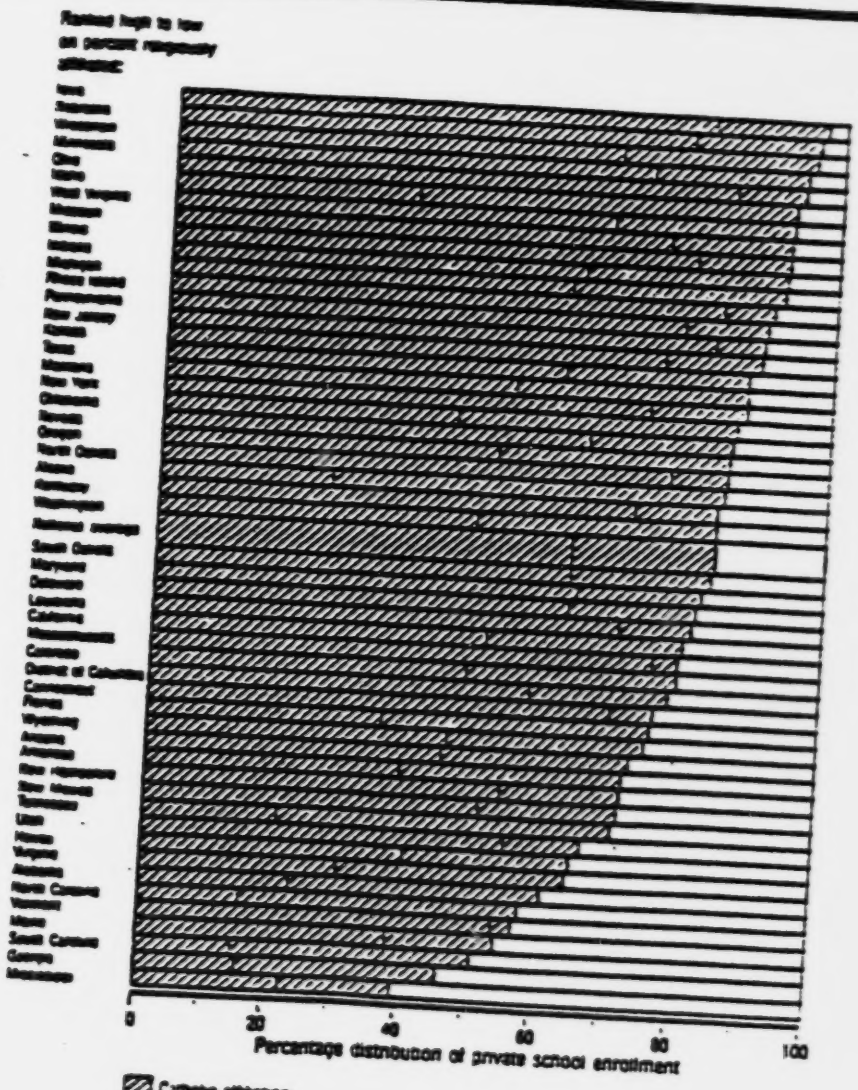
...in elementary and secondary private schools, by religious affiliation of school and by State: October 1980

State	Total		Affiliated						Not Affiliated	
			Total		Catholic		Non-Catholic			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
U.S. Total	5,020,865	100.0	4,226,491	84.2	3,190,687	63.4	1,035,804	20.6	802,374	15.8
Alabama	62,904	100.0	38,016	60.4	14,220	23.4	23,296	37.0	24,888	39.6
Alaska	3,800	100.0	3,252	85.1	1,029	27.1	2,203	58.0	548	14.9
Arizona	48,544	100.0	29,555	77.9	18,536	45.7	11,019	27.2	10,989	22.1
Arkansas	18,803	100.0	13,698	72.4	7,693	40.4	6,005	31.9	5,195	22.6
California	620,440	100.0	415,936	79.9	267,031	51.3	148,905	28.6	104,464	20.1
Colorado	35,378	100.0	27,993	79.2	17,120	48.5	10,873	30.8	7,335	20.8
Connecticut	89,036	100.0	67,875	76.2	62,129	69.8	5,746	6.5	21,161	23.8
Delaware	23,374	100.0	19,022	81.4	14,225	63.0	4,297	18.4	4,352	18.6
District of Columbia	21,203	100.0	16,567	78.1	12,214	57.6	4,353	20.5	4,636	21.9
Florida	205,168	100.0	154,964	75.5	74,268	36.2	80,696	39.3	50,204	24.5
Georgia	84,187	100.0	38,889	46.2	13,297	15.8	25,592	30.4	45,298	53.8
Hawaii	37,143	100.0	23,981	64.6	15,059	40.5	8,922	24.0	13,166	35.4
Idaho	5,839	100.0	5,462	93.5	2,189	37.5	3,271	56.0	377	6.5
Illinois	360,614	100.0	334,036	92.6	288,130	79.9	45,906	12.7	26,578	7.4
Indiana	100,363	100.0	92,930	92.6	63,366	63.1	29,564	29.5	7,433	7.4
Iowa	65,701	100.0	54,359	97.6	45,256	81.2	9,103	16.3	1,342	2.4
Kansas	34,431	100.0	30,917	89.8	26,152	76.0	4,765	13.8	3,514	10.2
Kentucky	71,153	100.0	59,817	84.1	51,348	72.2	8,469	11.9	11,336	15.9
Louisiana	166,464	100.0	136,298	81.9	119,642	71.9	16,646	10.0	30,176	18.1
Maine	17,240	100.0	9,538	53.8	6,733	38.0	2,805	15.8	8,202	46.2
Maryland	107,638	100.0	88,565	82.3	68,645	63.8	19,920	18.5	19,073	17.7
Massachusetts	140,865	100.0	112,468	79.8	107,252	76.1	5,208	3.7	28,405	20.2
Michigan	215,086	100.0	198,477	92.3	131,363	61.1	67,114	31.2	16,609	7.7
Minnesota	90,557	100.0	85,016	93.9	64,909	71.7	20,107	22.2	5,541	6.1
Mississippi	50,116	100.0	19,748	39.5	11,342	22.6	8,438	16.8	30,336	60.5
Missouri	130,302	100.0	121,445	93.2	99,177	76.1	22,268	17.1	8,857	6.8
Montana	7,668	100.0	6,743	87.9	4,684	61.1	2,059	26.9	925	12.1
Nebraska	30,734	100.0	30,367	96.6	31,329	78.8	7,038	17.7	1,367	3.4
Nevada	6,641	100.0	5,697	85.8	4,347	65.5	1,350	20.3	944	14.2
New Hampshire	20,721	100.0	14,835	71.6	11,239	54.2	3,596	17.4	5,886	28.4
New Jersey	233,585	100.0	209,916	89.9	193,287	82.7	16,629	7.1	23,669	10.1
New Mexico	18,402	100.0	13,229	71.9	9,585	52.1	3,644	19.8	5,173	28.1
New York	583,997	100.0	512,951	87.8	429,241	73.5	83,710	14.3	71,046	12.2
North Carolina	58,592	100.0	33,987	58.0	9,323	15.9	24,664	42.1	24,605	42.0
North Dakota	10,659	100.0	9,088	85.3	8,230	77.2	858	8.0	1,571	14.7
Ohio	268,795	100.0	254,581	94.7	228,326	84.9	26,175	9.7	14,294	5.3
Oklahoma	16,335	100.0	14,117	86.4	7,381	45.2	6,736	41.2	2,218	13.6
Oregon	28,169	100.0	24,138	85.6	14,357	50.9	9,773	34.7	4,059	14.4
Pennsylvania	407,281	100.0	366,808	90.1	319,849	78.3	47,759	11.7	40,473	9.9
Rhode Island	29,875	100.0	27,232	91.2	25,015	83.7	2,217	7.4	2,643	8.8
South Carolina	49,619	100.0	25,265	50.9	7,555	15.2	17,710	35.7	24,354	49.1
South Dakota	10,898	100.0	9,108	83.6	6,882	63.1	2,226	20.4	1,790	16.4
Tennessee	72,639	100.0	51,785	71.3	15,912	21.9	35,873	49.4	20,854	28.7
Texas	152,463	100.0	134,469	88.2	83,652	54.9	50,817	33.3	17,994	11.8
Utah	5,555	100.0	3,693	66.5	3,055	55.0	638	11.5	1,862	33.5
Vermont	7,555	100.0	4,291	56.8	4,082	54.0	209	2.8	3,264	43.2
Virginia	76,084	100.0	49,277	64.8	23,068	30.3	26,217	34.5	26,807	35.2
Washington	55,958	100.0	47,049	84.1	27,356	48.9	19,693	35.2	8,901	15.9
West Virginia	12,622	100.0	11,782	93.3	8,466	67.0	3,316	26.3	840	6.7
Wisconsin	163,167	100.0	157,107	96.3	118,592	67.8	46,515	28.5	6,060	3.7
Wyoming	3,036	100.0	2,276	75.0	1,387	45.7	889	29.3	760	25.0

Source: National Center for Education Statistics, U.S. Department of Education. "A Comparison of Selected Characteristics of Private and Public Schools," Bulletin No. 82-110, June 1982. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office.

B-3

Private Elementary/Secondary School Enrollment, by Affiliation



Enrollment in religiously affiliated schools represented 84 percent of all private elementary/secondary school enrollment nationally, ranging from 98 percent in Iowa to 40 percent in Mississippi.

* This may not represent the accurate proportion of Evangelical Christian schools which often choose not to report enrollment data.

Source: National Center for Education Statistics, U.S. Department of Education. The Condition of Education, 1983 Edition. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office.